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ABSTRACT

This document contains two papers on school libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference. In "Teachers, Information and School Libraries," Noelene Hall (Australia) discusses the activities of an international working group set up by IFLA in 1984 to develop guidelines for the integration of school libraries in curricula. Guidelines were developed by exploring how the "effective" school library provides opportunities for pupils to develop information handling skills; links learning and resources for learning by focusing on the processes and content oriented toward learning how to learn; and supports and influences a dynamic educational program within the school by responding to the information needs of teachers. Appendices include a list of the working group members and the four modules that make up a proposed course. In "Effective Management and Use of Secondary School Libraries," Birgit Dankert (West Germany) reports on a workshop for Kenian secondary school teachers which was held in Nairobi in April 1985. The paper outlines the situation of school librarianship in Kenya as of that time. (THC)

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TEACHERS, INFORMATION AND SCHOOL LIBRARIES

by

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1. Background

The Section on School Libraries has been discussing for some years the need for teachers to have some training in the educational and curricular use of school libraries. The Section proposal for a project to develop guidelines in this area was funded by Unesco in 1984. An International Working Group was set up by the Section after the IFLA Conference in Nairobi, Kenya.

The aims of this international study are to develop Guidelines for the integration of school libraries in curricula by exploring how the 'effective' school library

- . provides opportunities for pupils to develop information handling skills;
- . links learning and resources for learning by focusing on the processes and content oriented to learning how to learn; and
- . supports and influences a dynamic educational programme within the school by responding to the information needs of teachers.

The main audiences for the Guidelines are teacher educators, librarians and teachers involved in the preservice and inservice education of teachers. To provide a meaningful framework for these groups, the specific aims are:

- . to identify the aspects of teachers' work that relate to the teaching of information skills;
- . to examine how information, and the skills required for handling it might become a focus within the context of teacher education;
- . to develop a concept of the school library within the educational process that enables an across curriculum approach to the teaching of information handling skills and responds to teachers' information needs;
- . to develop Guidelines for the integration of school libraries within teacher education.

The current project builds on a previous Section Project which examined instructional materials for developing information concepts and information handling skills. The important role of the teacher was emphasised in the report of this earlier project:

The style, attitude and methods of teachers are more influential than the range, nature and quality of materials and support services. If the teacher views his (sic) role as that of sole dispenser of knowledge, information handling skills will appear irrelevant and unnecessary.¹

In addition, commitment to educating people in the awareness, retrieval, and use of information was reinforced at the International Congress on Universal Availability of Publications, organised by Unesco with IFLA, and held in Paris in 1982. In particular, the following recommendation has implications for teachers:

The education of information users should be integrated into formal education programmes at all levels, from primary education upwards. Information, and where necessary training, should be available to all users on the various possibilities of access to publications and information, and how they could be exploited.²

The current project thus seems timely in developing Guidelines to assist teacher educators in this process.

2. IFLA Teachers Project

The Working Group consists of nine individuals who demonstrated an interest in the Project and have expertise in the field. Noelene Hall from Macquarie University, Australia, has acted as coordinator and has been responsible for the preparation of a preliminary draft report. This draft has been circulated to members of the Working Group, and work on the final draft will take place at this conference. Ann Irving, Chairperson of the Section on School Libraries, has also actively supported and participated in the work. Members of the Working Group have

also consulted with teacher educators where possible. Membership of the Working Group is listed in Attachment A of this paper.

Information has been collected by a review of the available literature and by a 'state-of-the-art' outline from members of the Working Group. The literature reviewed by the Project Coordinator has been limited to that available in the English language. This has resulted in a bias towards studies in the United Kingdom, the United States, Canada and Australia. This conference thus provides an opportunity to widen this information base. Items identified and thought to be of value to those designing activities and courses have been included as an annotated bibliography in the preliminary draft report. It is also intended to include some case studies illustrating different approaches in countries and regions of the world.

The development of Guidelines that all countries might adopt and implement has proved difficult. The approach chosen in preparing a preliminary draft has been to identify some of the problems teachers and teacher educators confront, before attempting to examine school libraries and teacher education. An attempt has been made to determine teachers' information needs and information handling skills. Guidelines for activities and course organisation have been developed. These have been presented in general terms, however, and countries will need to consider them in context. They can then identify items from the annotated bibliography which seem appropriate for adaptation to meet their needs.

This paper will attempt to illustrate the scope and some of the outcomes of work on the preliminary draft report.

3. Teachers and Information Skills

The school is bound up with the social, cultural, economic and political contexts of society. As society changes, the school is asked

to take on wider responsibilities with more diverse clientele. The school is also encouraged to break down barriers between school and community making the transition from school to life outside school less dysfunctional. The focus of the school is now on learning how to learn. This emphasises the use of information and the sources from which it can be acquired. Concern about literacy and the importance of reading, talking, and writing is also having an important impact on the curriculum in all countries.

As the emphasis on learning grew, the school library, where it existed, changed from a bookstore to an active resource centre; and, where it did not exist, attempts were made to establish it as an essential unit within the school. In some countries, however, curriculum is still centrally developed, as are textbooks and activities books. Learning resources in developing countries are likely to be in a language other than the mother tongue and are dependent on the teacher's translation where pupils are not able to read easily in the language of instruction. Resource availability is limited and, in some instances, teachers may have only one book - or none at all.

Teachers have generated some use of school libraries where they existed, and librarians have tried to meet pupil needs in completing projects and assignments. In most cases teachers and librarians appeared to work in isolation and not be able to find any common ground within the curriculum. There has been a gradual trend, however, to move from a concern with library based location skills to concern for learning and a comprehensive approach to the cooperative teaching of information skills across the curriculum.³

This trend holds promise for a fruitful dialogue between teachers and librarians about how learning takes place within the curriculum.

The use of a broader framework to examine skills which are also applicable to successful library use have been developed into workshops for teachers and librarians within inservice courses.^{4,5} More specific analyses of information skills have been developed for use within the context of completing project work in the secondary school⁶ and topic work in the primary school.⁷ The impact of information technology has also clarified elements of the search process when querying a data base. The need to formulate questions, determine commands, and evaluate information, reveals in a controlled way the complex decision-making process involved in information retrieval and use. Information skills, then, is used as a broad term and encompasses what has been variously described as study skills, library skills, computer skills, research skills, life/living skills and inquiry skills. The fusion of user education programmes within this broader framework has increased the possibility of integrating the school library as a learning laboratory into the curriculum.

4. Teacher Education and Information Skills

Information seems central to the work of teachers. They use it in planning and decision making, and in teaching pupils. Three recent surveys^{8,9,10} suggest that teachers' needs are embedded in their practice and that they perceive many problems in their work. Many teachers also express concern that their own professional education has not given them the skills to identify and handle sources of information. Teacher colleagues are the most used source, and preferred sources for frequently needed information are within the teacher's own school.

A review of teachers and their reading of the periodical literature of the teaching profession¹¹ compared studies in the United States, Canada and Australia, concluding that teachers and administrators read very little.

The five major difficulties teachers perceived are:

- . lack of time to read and consider new information
- . unsatisfactory dissemination within the school of journals, and similar materials (less than 5 per cent of school library budgets are spent on education journals)
- . lack of awareness about what to read and where to look for it
- . lack of allocated time within the school timetable to discuss the information and its implications for action

Perceived influences which stimulated reading were encouragement by the Principal; staff discussion; and whether the school library subscribed to educational periodicals. Even if the latter was the case, teachers still needed to be informed of library holdings and encouraged to use them.

Most countries provide information services through a Ministry of Education and a Curriculum Development Unit. These information services and activities include curriculum outlines; bibliographies of multimedia resources; and suggested activities for lessons. These publications are automatically distributed to schools. Frequently the Ministry or Curriculum Development Unit provide inservice courses, and a library service available to all teachers, at the central and regional levels of the system. Other agencies that form part of the education information network include teachers college libraries, university libraries, school libraries, and specialised resource centres, cultural centres, museums and art galleries.

Teachers then are generally surrounded by potential information sources. Yet they seem reluctant to use them. Given that they perceive many problems in their work, do they reject outside information because they perceive too great a mismatch between it and the reality of their

situation? Given that they perceive lack of time as one of their biggest problems in keeping up to date, do they experience information overload and thus exclude sources that are too problematic? Given that they are low in information consciousness, do they perceive the need to improve their information handling skills as a low priority?

Whatever the answers to these questions, it seems that people are important to teachers' use of information. An analysis of several research dissemination studies in the United States suggested that teachers' information seeking behaviour can be stimulated. The importance of people in encouraging teachers to identify and use information was emphasised, however.¹² In Australia a survey of thirty sources of information found that consulting the school librarian rated in the top four along with suggestions of other teachers; observing other teachers; and consulting heads of departments in the school. The school librarian and heads of departments are seen as having potential inservice dissemination roles which should be expanded.¹³

The need for teachers to develop competence and confidence in handling information must already be an important aspect of teacher education even though it may not be clearly defined and understood. It is crucial, therefore, for teacher educators to provide opportunities for teachers to reflect on the concept of information; the decision making processes at work; and the sources on which they can draw to foster their continuing professional development. The potential of libraries, and in particular the school library and the school librarian, do not appear to be well integrated into current teacher education programmes. Teachers are likely to be encouraged to use libraries in a general way, or by an introduction to the variety of resources available in libraries. Frequently this could add to the concerns teachers have rather than reduce them.

5. Stimulating School Library Use : Guidelines

To develop programmes that focus on the integration of the educational and curricular use of school libraries into teacher education necessitates confronting the complexity of teaching. Stimulating school library use thus needs to be carefully related to the immediate concerns of teachers rather than to rely on the rhetoric of the potential of the school library role in global terms. Stimulating school library use within teacher education, however, is problematic. On the one hand, school librarians see it as reducing teachers' problems and uncertainties and increasing their opportunities for implementing many of the ideas embedded in the current teaching-learning process. On the other hand, teachers see the school library as adding to their problems and uncertainties and compounding the complexities embedded in the current teaching-learning process.

In developing these guidelines, consideration has been given to the design of a series of activities which can be integrated into existing courses, and to the design of a separate course. Before adopting any of these approaches, teacher educators and librarians need to engage in discussion of the effective school library roles within their particular context. At present the following appear to be possible broad goals for the effective school library:

- . to support and influence a dynamic educational program within the school by responding to the information needs of teachers and fostering their professional growth;
- . to provide opportunities for pupils to develop information handling skills and develop a commitment to informed decision-making;
- . to link learning and resources for learning by focusing on the processes and content oriented to learning how to learn; and to provide opportunities for pupils to become self directed learners and develop a commitment to lifelong learning.

After some discussion of these goals, decisions can be made on methods and materials most appropriate for the particular context.

Corresponding to these broad goals for the effective school library are the following three areas under which activities within teacher education could be organised:

- . Teachers' Information Handling Skills and Professional Growth as a Teacher;
- . Information Skills and the School Library;
- . Learning How to Learn and the School Library.

Their appropriateness for various countries can only be judged in context and the emphasis on the school library will be dependent on its level of development. If the activities are successful in raising the consciousness of teachers about the importance of information skills and of having access to libraries, then greater support for school library development may be an outcome.

5.1 Teachers' Information Handling Skills and Professional Growth as a Teacher

The programme of user education in the library of the teacher education institution needs to be broadened and integrated with the teacher education curriculum so that the concerns of teachers with survival are reduced and they can begin to understand the role of the library in the educational process. Teacher educators, librarians and reading/study skills specialists need to collaborate in the planning and teaching of activities that better relate to the concerns and needs of teachers.

Some examples of activities are:

- . Integrating information gathering and study skills and/or integrating library user education with teaching English as a second language.
- . Integrating library user education with the analysis of information handling skills needed to complete assignments in teacher education courses.
- . Integrating library user education with an analysis of the role of the school library in keeping up to date with professional information and linking into the wider educational information network.

The method recommended in these activities is the workshop. Participants need to work in groups and analyse and reflect on the process they experience and the relevance this could have for their work as teachers in schools. It is emphasised that these activities should have a broadening effect and not focus too narrowly on the institution's library. The aim is for teachers to develop confidence and competence outside this context. Teachers should be encouraged to see the whole world as a potential information source and to recognise that they need to develop information handling skills to enable them to identify, select, access, produce and evaluate information relevant to their work. They must also be encouraged to see the role teachers have in the development of effective school libraries. Activities should thus provide opportunities for teachers to reflect on the concepts of information and learning, and the sources on which they can draw to foster their continuing professional development. Assignments should also be integrated with teacher education courses to enable teachers to demonstrate competence and develop confidence in information handling skills.

5.2 Information Skills and the School Library

To enable teachers to increase their awareness of the school library as a learning laboratory in the teaching of information skills, teacher educators, librarians and school librarians need to collaborate in the planning and teaching of activities that demonstrate this role. If teachers have a low consciousness of their need for information handling skills, then they will find it hard to understand an information skills curriculum. Too often teachers see themselves as isolated information workers, relying only on immediate colleagues for information and ideas. At present they do not appear to recognise the school librarian as a teaching colleague. Collaborative planning and implementing of topic work, projects and

assignments that help teachers understand the school librarian's role need to be integrated into the teacher education curriculum.

Some examples of activities are:

- . Analyse some projects/assignments designed for school pupils to identify what pupils are expected to do, and the information skills that need to be taught. Consider the roles of the teacher and the school librarian in teaching these skills.
- . Discuss the language of assignments and the possibility of cooperative planning and implementation of these in cooperation with school librarians - plan an assignment and implement it in a school.
- . Analyse the working relationship between teachers and school librarians to stimulate discussion that can be related to the concerns of teachers, e.g. in selecting resources, planning units of work, implementing activities in the school library.
- . Analyse the complex process of developing a whole school policy for the teaching of information skills which involves the school librarian and all teachers in the school.

These activities should involve a workshop approach in which participants work in small groups to help them realise the complexity of the teaching of information skills, and plan practical applications for school contexts. Examples of successful practice should be included whenever possible and school librarians should be invited to participate. Activities should also provide opportunities to work with other teachers and the school librarian in developing a whole school policy for the successful implementation of an information skills curriculum. Assignments should be integrated with teacher education courses to enable teachers to demonstrate competence, and develop confidence, in planning and teaching information skills.

5.3 Learning How to Learn and the School Library

To enable teachers to understand the function of the school library in helping pupils learn how to learn and develop a commitment to lifelong learning, teacher educators, librarians and school librarians need to analyse its relationship to the teaching of information skills. These

skills contribute to learning how to learn, but the commitment to lifelong learning also suggests a high degree of motivation and a positive attitude to learning. Whilst topic work, projects and assignments should have these positive outcomes, they are sometimes perceived by pupils as school work to be done as quickly and as painlessly as possible. Teachers also need to recognise that the processes of learning emphasised in the classroom do not automatically transfer to other contexts. They need to be helped to see the school library as a readily available context different from the classroom, one in which, through cooperative planning with school librarians, they can encourage pupils to grow in independence and self direction. The concept of the school library as a learning laboratory should be emphasised.

Some examples of activities are:

- . Design activities that help pupils develop the voluntary reading habit through the use of the school library and regular contact with the school librarian.
- . Use a questionnaire to find out about the school library programme and use parts of it in designing activities that promote pupil selection, evaluation, production and presentation of resources as individuals and small groups.
- . Use examples of pathfinders/topic data files from school libraries and teacher education institution libraries to focus on the process of searching and decision making involved in using library and information systems. Analyse how this might encourage learning how to learn.
- . Analyse the problems experienced by pupils when doing assignments (as identified by teachers and pupils) and determine how the language across the curriculum research on reading, listening and talking can help reduce such problems.

These activities should involve a variety of strategies to enable participants to consider the potential of the library for long term goals such as self-direction. Constant reflection on how classroom and library activities can be complementary, and on the importance

of having a clear purpose for such activities, need to be central to the teacher education curriculum. Examples of successful practice and the involvement of school libraries are also essential. Assignments should also emphasise this involvement through the inclusion of library based activities together with a rationale.

5.4 Course Syllabus

The desirability of providing a separate course on the school library has been debated in some countries. The advantages of focusing in a coherent way on the concepts of information and learning, and the relationship of the school library to these gives support to such an approach. The course would need to be integral to the teacher education curriculum, however. An outline of a possible modular course is included as Attachment B.

5.5 Suggested Implementation Strategies

Whatever the approach, methods and materials on the educational and curricular use of school libraries need to be designed with care. Two widely used in-service approaches appear appropriate.

In the United States, The Concerns Based Adoption Model (CBAM) has been used to monitor change in the use of an innovation. The definition of an innovation seems to encompass the school library.

An innovation can be a new syllabus, a new teaching style, an administrative change, or any new thing or idea that causes teachers to make a change in their professional activities.¹⁴

Several instruments are included in the model to assess teachers' feelings and attitudes, use and concepts concerning the innovation. To use the model in its entirety requires appropriate training and experience which could be provided at the educational system and institution level.

In the United Kingdom the workshop model has been used widely in In Service Teacher Education (INSET). The main focus is on practice. The use of research findings is selective and optional and related to the problems identified by participants. An analysis of the use of this model for encouraging developments in the teaching of information skills in secondary schools, summarises experiences under mode of learning, curriculum, structure, and the role of workshop leaders.¹⁵

5.6 The Role of Teacher Educators

Like teachers, teacher educators are central to any reconceptualisation of curriculum such as that suggested for teacher education in these Guidelines. Without some commitment to helping teachers gain competence and confidence in information handling skills to enable them to continue to grow professionally throughout their careers, teacher educators are faced with yet another course or series of activities competing for a place in an already full curriculum.

By integrating appropriate activities within the teacher education curriculum, however, the focus of teachers may be shifted from the immediate concerns of content, classroom management and interaction, to include the broader concerns of how teachers can teach for the transfer to other contexts of what is introduced in the classroom. Teachers may thus welcome attempts to help them use the school library more effectively as a strategy for teaching and learning. The emphasis should be firmly on the school library as a learning laboratory rather than as an addition to an already full curriculum.

Teacher educators act as gatekeepers to information for the majority of teachers by designing preservice and inservice teacher education; selecting and recommending resources; carrying out research, and generating information through publication, conferences and workshops.

Similarly, teachers act as gatekeepers to information for pupils by designing units of work and assignments; selecting and recommending resources; and generating information through study guides, work sheets and publications. Informal communication among and between both groups is also a powerful influence on the value and adoption of information. If the information in these Guidelines is to be adopted within teacher education curricula, then it is teacher educators who will need to take the initiative.

The Project team thus hopes that the final Project Report will assist in encouraging fruitful discussion among teacher educators, librarians and teachers to help in understanding the complex relationship between teachers and information. This could result in the articulation and development of information skills within teacher education and of a better understanding of the educational and curricular use of the school library. The immediate benefits for pupils would be that they become competent and confident in their handling of information through the use of the school library as a learning laboratory. The long term benefits would be that teachers and pupils would be aware of the various possibilities of access to publications and information, and how they could be exploited.¹⁶ This would enable all members of society to participate more fully in national and international developments.

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This list is not a definitive list of sources used for this paper. A great many primary sources have been used from comments, oral and written, made to the author by members of the Working Group and others who responded to information about the Project. All contributions are warmly acknowledged.

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Proposed Course Title: INFORMATION, RESOURCES AND LEARNING

Summary:

A course of one semester duration (13 weeks) to be included in the training of all teachers - early childhood to secondary in all subject areas. It would be suggested that this course be in the first quarter of the professional training of teachers. It could also be offered as in-service training.

Broad Aims:

- . To outline the role of information transfer in national development.
- . To develop confidence and competence in information seeking/handling strategies.
- . To provide an awareness of the range of teaching/information resources available and consider teachers' concerns and use of information in professional development.
- . To develop skills in using and selecting teaching/information resources and considering their relationship to strategies in teaching and learning.
- . To consider the school library as a learning laboratory and a potential focal point of information within the school and community.
- . To analyse an information skills programme and consider ways of developing a whole school policy to implement this across the curriculum.
- . To encourage teachers to demonstrate the above in lesson preparation and practice teaching.

Methodology/Structure of the Course:

The course would be divided into 4 modules. These modules will be to encourage independent thought and demand an investigative approach to the learning process. A variety of formats will be adopted such as workshops, discussions, demonstrations and visits. Lecturing staff would be varied and include teacher educators, librarians, communications specialists and specialist guest lecturers.

This outline is but a guide - flexibility is essential as course content will depend on individual nations' needs, facilities and resources. It is desirable that local resources such as the school library are a focus for course content.

Evaluation must take the form of practical project work directly related to classroom activities.

It is desirable that in each of the modules there is a progression from the global issues of information and resources to a focus on practical classroom activities and strategies for implementation of information skills.

Objectives:

At the end of the module the teacher will be able:

- . to outline issues in global information transfer;
- . to understand these issues in relation to their national situation;
- . to appreciate the importance of information skills in a modern/developing society;
- . to demonstrate skills in the evaluation of information;
- . to recognise the role of information in their continuing professional development as teachers, and consider information flow within a school.

Content:

- A . concept of information society
 - . global communications and information transfer - free flow of information
 - . information rich vs information poor
 - . information = power
 - . national information issues, e.g. freedom of information, censorship, etc.
- B . development of strategies and skills for evaluating information
 - . analysis of information skills needed as a student and as a teacher.

Objectives:

At the end of the module the teacher will be able:

- . to outline major national and local information agencies, including the school library;
- . to demonstrate familiarity with the new information technologies;
- . to exhibit skills in utilising these agencies and technologies for information retrieval;
- . to organise information in an effective way.

Content:

- A Outline the national/local information agencies, e.g. libraries, statutory authorities, government departments, educational institutions, etc. Instruction in the use of these agencies.
- B Demonstration/awareness of new technologies such as computer data bases (both external and methodology for in house creation of data bases), videotext and satellite communications.
- C Development of effective information retrieval skills - development of topic definition, search strategy and evaluation of information (this will reinforce Module 1).
- D To develop skills in organising information - for example, reading strategies, note making skills, skimming for information, creating a data base and/or resource file.

Objectives:

At the end of the module the teacher will be able:

- . to analyse how pupils learn and to create effective and appropriate formats for specific teaching and learning needs;
- . to demonstrate an ability to present information in effective and appropriate formats for specific teaching and learning needs;
- . to construct effective student project/assignment work that encourages students to develop skills in information handling;
- . to consider the school library as a resource for the selection and production of learning and teaching resources.

Content:

- A Workshops - in resource making skills - a variety of resources would be considered from craft materials to overhead transparency making to video production. All these skills will be considered in terms of (a) the practical knowledge in creating the resource, and (b) an understanding of how information can be presented in this format.
- B Selecting resources - develop strategies for choosing resources that are suitable for a particular teaching need.
- C Setting assignments and projects for students in terms of Modules I and II - helping students develop information skills.

Objectives:

At the end of the module the teacher will be able:

- . to develop guidelines for the implementation of information skills across the curriculum;
- . to employ a range of techniques for teaching information skills;
- . to evaluate pupil achievement in information handling skills;
- . to recognise the school library as an educational force in helping pupils develop information skills and develop a commitment to lifelong learning.

Content:

- A Develop a listing of skills such as reading, listening, viewing, etc., that are crucial to the development of information skills.
- B To consider information handling skills as part of the school policy and curriculum development in a wide range of teaching subjects.
- C To use skills developed in Module III to produce lesson plans and then teach information skills in a practical situation.
- D Develop evaluation strategies for monitoring and recording student progress.
- E The role of the school library - the importance of an effective information resource area within the school to help students learn how to learn, and to help teachers teach the transfer of information skills and help pupils develop a commitment to lifelong learning.

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"Effective Management and Use of

Secondary School Libraries"

Report of the Nairobi Workshop,
held in the Goethe-Institute, Nairobi
29.th April - 10.th May 1985

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"Effectice Management and Use of Secondary School Libraries"
Workshop for Kenian Secondary School Teachers leading a School
Library, held at the Goethe-Institute, Nairobi, 29th April -
10th May, 1985

With reason the Vice-President of Kenya point to the importance of schoollibrarianship in his country, when he opened the IFLA-conference in Nairobi 1984.

Kenya, east african nation with the highest birthrate in the world (more th-n 4%) has given grave apprehansions for the future. Education and employment of the growing-up generations are narrowly linked to the developepment of a working economical, poitical and cultural infrastruc-ture. Having a population of approximately 18 millions, at the moment Kenya has 2o ooo Primary Schools and 2 000 Secondary Schools, each with about 500 to 2 000 pupils. The official class-rate is 40 pupils a class.

School attendance is obligatory and free of charge for Primary Schools. Students of Secondary Schools are picked out with rigorous tests, paying - compared with an average Kenian income - very high school fees. Besides public and semi-public institutions many private schools are still existing. Often these private schools are better equipped, higher qualified and very expensive.

The whole education-system - like the Kenian library-system - still closely is orientated to the former colonial force Great Britain. But in the last years the efforts for an own specific Kenian way of education and librarianship are increased by modifying and not imitating international models.

Quoting my Kenian colleague Akiniiy Mulaha, I can say, that at the same time we have to take in consideration, that Kenya is like people in many other developing countries, are not a readind society. Eve-y-day-life, entertaine-ment, leisre-time, creativity, innovation and entrepreneurship for most of the Kenian inhabitants are still not linked with literacy until today. No-madic tribes like the well-known Massai or peasant villages in the Hihg-lands haven't make literacy to the most important communication system yet, although a well-educated minority of urban population determines the nation-al life and tries to develop literacy and written communication all over the country.

"Even today the majority of people who read do so in pursuit of some kind of certicificate. They are following 'programmed reading' which is a narrow view of education and stops when the examinations have been taken." 1) School librarianship in Kenya, like in other developing countries - and after my personal opinion in some very high industrial countries too - means therefor besides -raditional definitions to cultivate reading habits too.

At the IFLA-Conference 1984 Kenya's Vice-President had announced inreased efforts concerning equipment, renovation and staff of school libraries to stimulate creatifity and intellectual development amongst learners and teachers as he said. The present situation of schoollibrariansshio in Kenya is as follwed:

"It is a requirement, that every learning institution in the Ministry of education, Science and Technology should provide adequate library services at secondary school level. Heads of the institutions are reminded during school inspections that libraries are very essential facilities in any learning institution. However in practice, a school cannot be stopped from functioning if - for some reason - it fails to provide a adequate library service.

Secondary schools, particularly Government maintained schools offer library services of some kind. The quality of the services varies from school to school. Most old Government schools which gave way to Harambee attachments have had their libraries turned into class rooms and running little class libraries. Government maintained schools which started off as Harambee schools also lack library facilities. But here again it will depend on the sponsor of the school because Harambee or Private Schools with well established sponsors can and do provide adequate library services." 2)

Annual grants are given to Government maintained schools for replenishing their library services. But these grants have remained static in the last years without taking in consideration the rising costs of books and the growing of pupils and classes.

"In the majority of cases, grants for school libraries are usually utilised for buying text books"3), some times even for food of the pupils - as we heard of a participant of the workshop. "Virtually all schools, even the few schools, which have libraries established because the teachers, parents and friends of the school have taken the initiative do not have any qualified personell to manage their libraries."4) Usually a teacher with student helpers runs the school library a few hours a week.

"Following on the highlights of the urgent need to develop school libraries in Kenya during the IFLA General Conference in 1984 the Kenya National Library Service (KNLS) Board, which is responsible for promoting, managing and developing libraries in Kenya has taken up the issue. The KNLS Board called a meeting on 23rd November 1984 to map out a strategy for the development of a school library system in Kenya. During the meeting a committee was appointed to look into the whole question of school libraries."5)

The committee includes representatives of Kenya National Library Service, Kenya Library Association (KLA), the ministry of Culture and Social Services, the ministry of Education, Science and Technology (three representatives), City Education Department, the Ministry of Finance and Economic Planning, the Ministry of Local Government.

The Committee was given the following terms of reference:

- "1. to examine the general policy on libraries in educational institutions.
2. to look into the training of library personnel.
3. to examine designs and standards for libraries.
4. to look into the finance for school libraries.
5. to recommend strategies for establishing libraries in educational institutions."6)

The committee had split up into three task groups, working for general policy, designs and standards and training of personnel. This committee under the leadership of the Kenya Library Association (KLA) was the Kenian cooperation-partner in planning, organizing and realization of the work-shop "Effective Management and Use of Secondary School Libraries" which took place from 29th April to 10th May 1985 in the Goethe-Institut, the German Cultural Centre of Nairobi.

IFLA, the German Foundation for International Development (Deutsche Stiftung fuer Internationale Entwicklung, DSE), the Goethe-Institut Nairobi and the most important african organizer, the Kenya Library Association (KLA) had have preparation talks already during the IFLA-Conference 1984. After some financial troubles - like always and everywhere - soon the programme, the staff and the financing was clear.

The German Foundation for International Development paid for the expenses of all participants, for the instruction materials, the honorariums of the lecturers and the general costs of organization. IFLA paid my ticket and accommodation, the Goethe-Institut made its facilities available. Kenya Library Association paid the transport of the participants. These financial remarks are made to show an example of fruitful and possible realistic cooperation between several partners, involved with different goals, but coming together in one particular point which touches all of them:

1. German Foundation for International Development (DSE) - involved in development aid - among other things in developing librarianship;
2. IFLA - involved in international librarianship - among other things involved in school librarianship in developing countries;
3. Goethe-Institut (German Cultural Centre) - involved in representation of German culture, such as librarianship; involved also in supporting any kind of cultural life in its host countries, such as school librarianship in Kenya.
4. Kenya Library Association - involved in supporting librarianship in Kenya, such as school librarianship in Secondary Schools.

Under the big umbrella of IFLA and on the occasion of an IFLA-conference like this, the plan becomes true.

On the proposal of me as the director of the workshop, the two Kenian lecturers Mrs. Akinyi R. Mulaha from the Ministry of Education, Science and Technology and Mr. Peter Mwathi from the Nairobi Kenyatta University

prepared the programme for nine working days. It was aimed at the requirements of Kenian Secondary School teachers being responsible for already existing school libraries, both in urban districts and in the country. It was also aimed at the hoped for learning objectives of the workshop: to enable the teacher-librarians to run and to reform their school libraries in an effective and professional way.

In 17 lectures, seven group work-afternoons, four field visits, two round table discussions and many practical exercises the following items were attended:

- international school librarianship
- national school librarianship
- the educational role in library-reality of secondary school libraries (international and national)
- accommodation, equipment and service-programmes of secondary school libraries (international and national)
- building up a library model for a Secondary School in Kenya
- selection and acquisition of print and non-print-materials for school libraries
- maintainance of stock in school libraries of Kenya
- cataloguing and classification
- processing of materials acquired for the library
- services to readers in a secondary school library
- attracting readers for the school library
- preparing school library displays
- teaching as a role for the school librarian
- developing a user education programme for new students who are not familiar with a school library
- developing a user education programme for teacher
- instructional materials for information concepts and information handling skill
- user education as reader education
- management of school libraries
- budgeting in school libraries
- preparing a check-list to make the own school library more effective
- the school librarian's place in the community's information network.
- the profession of a school librarian in Kenya today and tomorrow.

The Kenian and German lecturers tried to impart international knowledges as well as specific Kenian necessities. To modify international school librarianship in Kenian school librarianship was the workshop's challenge for the IFLA-representative!!

Twenty Secondary School teachers from all over the country had followed the invitation. They were chosen by the Ministry of Education. They came from public and private schools, were responsible for school libraries with 600 to 6 000 volumes and were differently experienced. All of them had some free periods to run the school library. Some of them had teacher helpers, most of them had student helpers.

Some of their problems they mentioned at the opening ceremony and during the workshop are international: lack of money, lack of time, lack of staff, too little cooperation with other teachers, lack of integration of the school library in the educational work of the school. But there are specific Kenian problems too: too little native literature, particularly specialist literature; difficulties to get books (long terms of livery, non-fixed prizes, enormous import taxes); an average steal-rate of 25% and, as mentioned already, examination orientated reading habits besides an only just-founded literature- and reading-tradition make Kenian teacher librarians a hard time.

Mrs. Akinjy Mulaha had chosen conscientiously four secondary schools and their school libraries for field visits. On the occasion of these field works participants and lecturers got really an incomparable impression of the varieties of present Kenian School Librarianship - and of the present reading society of Kenya too.

A. The Hillcrest Secondary School near to the Nairobi National Park, is carried on by five Kenian businessmen as private property and business. It prepares children of wealthy parents from all nations for the Oxford-examination and has chiefly british teachers. The school library is situated near the dreamlike sportsground of the school. The school library disposes of a space of two classrooms, is managed by an qualified Kenian librarian in the "british" way. Pupils use the school library especially as a working room and for the need of leisure literature.

B. The Alliance High School is the oldest, most traditional and - considering the career of it's graduates - the most successful Secondary School of Kenya. Founded as a boarding mission school by several Anglican Churches, today it is a half-governmental elite-school, which accepts only african students with very best marks. Many well-known Kenian politicians and also the most famous Kenian author Ngugi wa Thiongo - now living in British exile - were educated in the Alliance High School. The Secondary School Library is managed by the white curate of the school with british understatement and iron discipline, with humour, but also troubled about the decreasing funds and the increasing dependance on abroad embassies and british universities.

The Starehe Boy Centre is a little well-organized state for more than thousand boys of destroyed families and disadvantaged surroundings. It is situated at the border of Nairobi and financed by several international charity-societies. A pleasantly secular (profane?) sister from the USA was just installing a new and big school library with vitality and idealism in the most central building of the centre. She just had graduated from a solid training course of librarianship in the USA and was renovating not only the rooms by herself but also the catalogues, the shelves and the bookcovers with the help of many student helpers. She also was dependent on donations.

Each librarian knows the problematic nature of donations, gifts a.s.o. But in Kenya, like in other development countries donations get political dimensions. The drugs on the market, the well-thumbed books which nobody wants to keep of pretendedly well-meaning institutions and activities of the wealthy, most english-speaking industrial nations hurt the feelings of the Kenians. Often the donated books include euro- or US-orientated informations and opinions, prejudices and meanings. Always they contribute to the disastrous cultural-lag of the developing countries.

C. The Ofafa Jericho Secondary School is one of the many new-founded schools in the african residential quarters of Nairobi. A qualified librarian and two teachers run the school library, which is installed in a room as large as two classrooms, possesses 3 000 volumes and some magazines for 3 000 pupils and sets a high value on native african literature in Kiswahili and Kikuyu. Book cards replace preliminary the catalogues. The lending is strongly linked to the many examinations. Severe protection instructions lay much claim to imagination, time and patience of the staff. Library education is now planned for freshmen of the school. This example shows most easily Kenya's way to an own, specific school librarianship. It was a very good model for the participants of the workshop. The other three were not possible with help from abroad and therefore perhaps today necessary but not an example for tomorrow!

At the official closing ceremony each participant got an Certificate of Attendance. One of the participants read a common resolution. Self-confidently and critically he asked the present politicians of the town and the ministry of education as well as the officials for a continuously training of school librarians, for the development of standards and guide-lines for the modified use of international models and for the construction of an autonomous Kenian school library system.

Not only the own experiences and frustrations but also the ideas of the workshop, the exchanged opinions and the hatched plans were included in his resolution.

But on the other hand, naturelly there is a correlation between the used didactics and the demonstrated library model - particularly in the field of school libraries. You cannot advocate for a school library supporting selve-relience, creativity and pupil-orientated activities with contradicting didactics!

Is it better to disclaim an international competition and composition of training courses and to entrust education and development to the local institutions? I'm not sure.

We all know, that these questions are central problems of each development policy - and there is no reason, that school librarians like you and me have not to discuss and resolve them also!

1)-6) Akiniy R.Mulaha: Papers read at the workshop in Nairobi

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